



## Mathews Elementary

615 Chace Avenue  
Greenwood, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	464 Students	
<b>Principal</b>	Doris L. Watson	864-941-5680
<b>Superintendent</b>	Darrell Johnson	864-941-5400
<b>Board Chair</b>	Debrah Miller	864-374-3513

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Good
2007	Average	Good
2006	Below Average	Below Average
2005	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

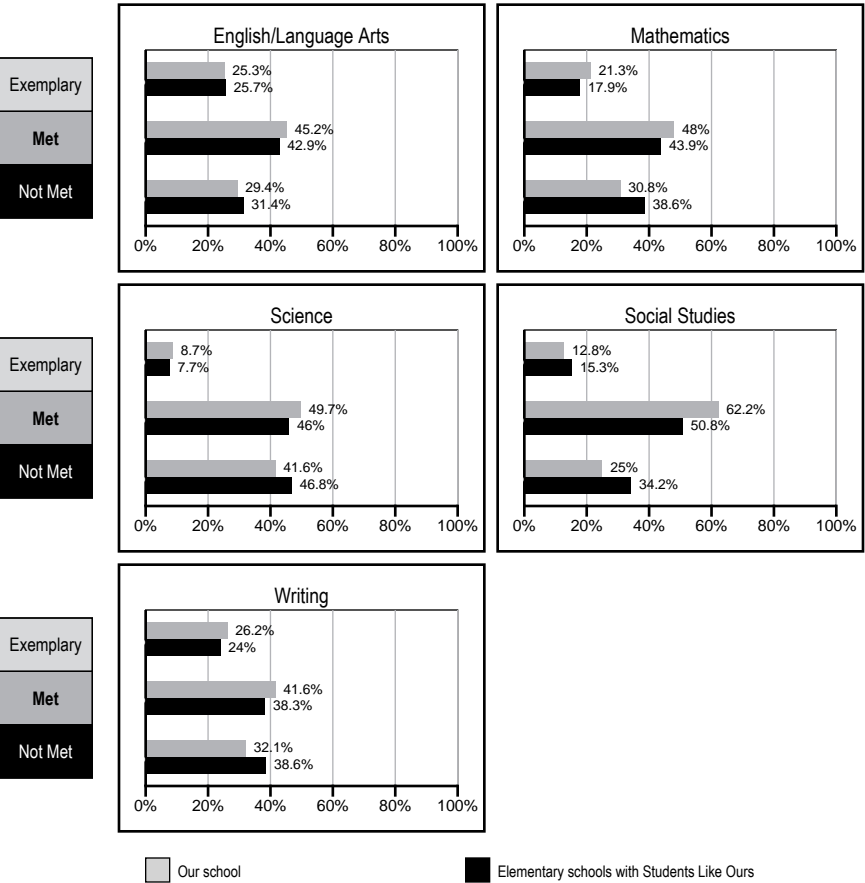
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	5	91	46	13

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=464)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.5%	100.0%	100.0%
Retention rate	1.9%	Up from 1.3%	2.4%	1.9%
Attendance rate	96.1%	Down from 96.7%	96.1%	96.3%
Eligible for gifted and talented	5.6%	Down from 8.9%	5.4%	10.0%
With disabilities other than speech	12.6%	Up from 10.9%	8.6%	7.7%
Older than usual for grade	0.8%	Up from 0.0%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	48.6%	Up from 36.1%	57.0%	59.4%
Continuing contract teachers	70.3%	Down from 75.0%	74.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.7%	Up from 85.4%	84.0%	85.9%
Teacher attendance rate	95.6%	Up from 94.6%	95.2%	95.1%
Average teacher salary*	\$42,693	Up 2.4%	\$45,762	\$47,149
Professional development days/teacher	20.1 days	Up from 18.2 days	11.0 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.4 to 1	17.6 to 1	18.8 to 1
Prime instructional time	91.1%	Up from 89.4%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,633	Up 2.8%	\$8,085	\$7,458
Percent of expenditures for instruction**	68.1%	Up from 65.9%	68.5%	68.8%
Percent of expenditures for teacher salaries**	65.5%	Up from 62.2%	62.3%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Mathews Elementary School continues to be an educational community focused on continuous school improvement. Administrators, teachers, and staff work with parents to provide a comprehensive educational program to meet the needs of all students. We are very proud to be a recipient of the Palmetto Silver Award for the second consecutive year. This award validates our mission to challenge all students to think, dream, believe, and achieve to their fullest potential.

A number of initiatives are in place to supplement our instructional program and to promote family and community involvement. Continued support from community partners and volunteers create opportunities for family involvement through events like our Family Math Night and Fall Carnival. Our school-based academic coach provides ongoing support and staff development for our teachers. In addition, the Standards Support Lab has continued to provide hands-on learning opportunities and math interventions. The related arts teachers have set out on an endeavor to integrate the core content areas into their instruction.

A major goal of Mathews this year was to implement professional learning communities to focus on learning and to foster shared leadership. Working in our teams, we used a number of strategies to drive student achievement, such as collaboration, communication, analysis of data, goal setting, and differentiation. As a result, many students took responsibility for their learning and made significant gains on their Measures of Academic Progress (MAP) tests. It is clear that teamwork does make dreams work!

Jean Powell, SIC Chairperson  
Doris L. Watson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	68	50
Percent satisfied with learning environment	100.0%	86.6%	89.6%
Percent satisfied with social and physical environment	97.0%	80.6%	89.8%
Percent satisfied with school-home relations	90.6%	92.6%	94.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	231	100	29.4	45.2	25.3	81	79.9	82.8	Yes	Yes
<b>Gender</b>										
Male	113	100	34	38.7	27.4	78.3	76.5	79.3	N/A	N/A
Female	118	100	25.2	51.3	23.5	83.5	83.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	103	100	21.6	48	30.4	87.3	90.1	89.5	Yes	Yes
African American	105	100	37.5	42.7	19.8	74	69.7	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	92.3	I/S	I/S
Hispanic	21	100	28.6	47.6	23.8	85.7	69.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	65.8	31.6	2.6	57.9	47.2	52	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	30	50	20	85	69.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	183	100	34.5	46	19.5	76.4	70.8	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	231	100	30.8	48	21.3	74.7	77.2	78.9	Yes	Yes
<b>Gender</b>										
Male	113	100	25.5	52.8	21.7	78.3	75.6	77	N/A	N/A
Female	118	100	35.7	43.5	20.9	71.3	78.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	103	100	20.6	47.1	32.4	83.3	87.9	87.2	Yes	Yes
African American	105	100	39.6	51	9.4	68.8	66.1	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	93	I/S	I/S
Hispanic	21	100	38.1	38.1	23.8	61.9	67.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	N/AV	N/AV	N/AV	42.1	41.7	45.5	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	40	40	20	60	68	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	183	100	34.5	48.3	17.2	71.3	68.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	154	100	41.6	49.7	8.7	58.4	62.9	67.5
Gender								
Male	76	100	41.1	50.7	8.2	58.9	62.9	67
Female	78	100	42.1	48.7	9.2	57.9	62.9	68
Racial/Ethnic Group								
White	66	100	24.2	62.1	13.6	75.8	79.7	79.5
African American	72	100	56.7	38.8	4.5	43.3	45.2	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.9	84.3
Hispanic	15	100	53.3	40	6.7	46.7	48.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	28	100	66.7	29.6	3.7	33.3	27.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	14	100	57.1	35.7	7.1	42.9	49.4	59.6
Socio-Economic Status								
Subsided meals	127	100	45.9	45.9	8.2	54.1	49.5	55.1

Social Studies

All Students	153	100	25	62.2	12.8	75	67.9	72.3
Gender								
Male	73	100	26.1	58	15.9	73.9	67.1	71.5
Female	80	100	24.1	65.8	10.1	75.9	68.6	73.2
Racial/Ethnic Group								
White	70	100	20.3	63.8	15.9	79.7	82	80.7
African American	68	100	31.3	59.4	9.4	68.8	52.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.8	88.5
Hispanic	13	100	23.1	61.5	15.4	76.9	59.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	29	100	66.7	29.6	3.7	33.3	36.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	12	100	25	58.3	16.7	75	61.6	67.9
Socio-Economic Status								
Subsided meals	119	100	28.7	64.3	7	71.3	55.4	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	231	100	32.1	41.6	26.2	67.9	68	70.2	96.1	96.1
Gender										
Male	113	100	35.8	39.6	24.5	64.2	61.5	63.2	96.2	95.9
Female	118	100	28.7	43.5	27.8	71.3	74.8	77.5	96	96.3
Racial/Ethnic Group										
White	103	100	24.5	44.1	31.4	75.5	80.5	79.1	95.9	96.2
African American	105	100	41.7	36.5	21.9	58.3	56.1	57.6	96.3	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.2	86.2	99.9	97.9
Hispanic	21	100	23.8	52.4	23.8	76.2	50.3	62.6	96.1	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	92.5
Disability Status										
Disabled	39	100	N/AV	N/AV	N/AV	22.2	23.8	26.1	96.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.3
English Proficiency										
Limited English Proficient	20	100	25	55	20	75	51.7	61.2	96.3	96.7
Socio-Economic Status										
Subsidized meals	183	100	37.9	40.2	21.8	62.1	56	58.9	95.9	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	80	100	36.4	36.4	27.3	63.6
	4	76	100	38.2	44.7	17.1	61.8
	5	75	100	11.8	55.9	32.4	88.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	80	100	41.6	41.6	16.9	58.4
	4	76	100	25	57.9	17.1	75
	5	75	100	25	44.1	30.9	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	40	100	47.4	36.8	15.8	52.6
	4	76	100	40.8	52.6	6.6	59.2
	5	38	100	37.1	57.1	5.7	62.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	40	100	25.6	64.1	10.3	74.4
	4	76	100	28.9	64.5	6.6	71.1
	5	37	100	15.2	54.5	30.3	84.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	80	100	35.1	33.8	31.2	64.9
	4	76	100	39.5	44.7	15.8	60.5
	5	75	100	20.6	47.1	32.4	79.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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